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ABSTRACT

This document reports the results of an investigation into the following areas: number of undergraduate students who transfer into Louisiana colleges and universities; patterns of migration shown in student transfer; policies governing the acceptance of given types of transfer credits, including those earned through nontraditional means; and methods by which policies relevant to credit transfer are formulated and applied. It was found that a significant number of students do attend more than one institution, with the most frequent move being from one senior institution to another. This is understandable in view of the absence of a community college system in Louisiana. The role of 4-year colleges in performing junior college functions is discussed. It was also found that there are several areas in which credit acceptance policies are not uniform between the different institutions or even between units within the same institution. These inconsistencies include policies covered in "Guidelines for Improving Articulation Between Junior and Senior Colleges" (for example, acceptance of "D" grade credits in transfer if native students receive credit for courses in which "D" is earned). Approaches to improved articulation used by other states are explored, and it is recommended that Louisiana move to form an articulation committee and develop a statewide credit transfer policy. (Author)

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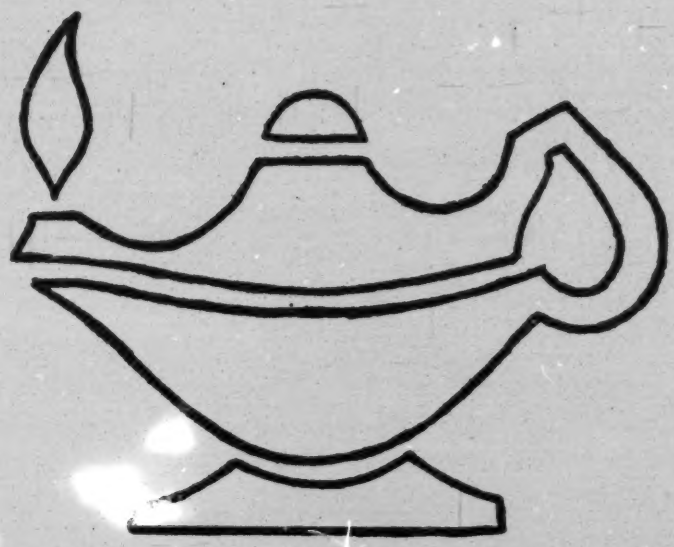

CREDIT TRANSFER POLICIES AT LOUISIANA COLLEGES AND UNIVERSITIES

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CREDIT TRANSFER POLICIES AT LOUISIANA COLLEGES AND UNIVERSITIES

A report in response to Senate Concurrent Resolution 120 of the 1972 Louisiana Legislature.

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GLOSSARY

Accredited Institution: Any institution of higher education which is accredited by one of the regional accrediting agencies listed below:

a) New England Association of Colleges and Secondary Schools
b) Middle States Association of Colleges and Secondary Schools
c) North Central Association of Colleges and Secondary Schools
d) Northwest Association of Secondary and Higher Schools
e) Southern Association of Colleges and Schools
f) Western Association of Schools and Colleges

Advanced Placement (AP): Placement of students in higher level courses because they have already acquired knowledge of a subject at the more elementary levels. The student may be awarded credit for the bypassed courses which he has already mastered. The College Entrance Examination Board has an Advanced Placement Program of standardized examination in eleven subject areas. Individual institutions may also develop their own tests or award advanced placement on the basis of some other test score.

Articulation: Broadly, this refers to cooperation between different institutions; more specifically, it has reference to the cooperation necessary to assure smooth transfer of students and credits between institutions and between academic levels.

CEEB: College Entrance Examination Board.

CLEP: College Level Examination Program. A national program to evaluate academic achievement of people who have reached a college level of education outside the classroom. Includes General Examinations in five basic liberal arts areas and subject examinations in 28 widely taught undergraduate courses. Colleges may grant credit through these tests.

Departmental Credit Examination: Subject matter examinations developed and administered by departments within individual institutions for purposes of granting credit in specific courses.

Early Admissions: Admission of students into college courses who have not yet completed high school. Some programs permit summer enrollment between the junior and senior year of high school; others may allow dual enrollment in college (and high school) after the junior year for exceptional students.

Foreign Study: College level study which takes place at a foreign institution but is under the auspices of an American college or university.

GPA: Grade Point Average.

Non-traditional Credit: Any college credit earned by some means other than attendance at regularly scheduled classes taught on campus.

Receiving Institution: That college or university to which a student transfers after previous attendance at another institution of higher education.

Residency Requirements: Number of credit hours which must be taken at a college or university before that institution will confer its degree.

Sending Institution: That college or university from which a student transfers to another institution of higher education.

Terminal Credits: Credits granted in an occupationally oriented degree program below the baccalaureate level and not applicable to any baccalaureate level degree program.

Transfer Student: One who enters a college or university with previous college work taken elsewhere. For purposes of enumeration in this study, transfer students were considered to be those who had taken at least 12 semesters credit hours elsewhere.

USAFI: United States Armed Forces Institute which provides correspondence and group study courses in a wide range of subject areas to active duty personnel in all branches.

INTRODUCTION

College education in the United States, which was once the privilege of a small group, has come to be considered the right of all who may benefit from it. With the broadening of higher education's clientele, the normal patterns of college attendance have changed. While at one time it was considered usual (and proper) for students to complete undergraduate academic work at one school, transferring at lease once in the college years is now common practice. A recent American Association For Higher Education report[1] estimates that senior institutions now accept one transfer student for every three first-time freshmen. A 1967 College Entrance Examination Board publication[2] notes that:

> Irregular patterns of college attendance are coming to be the rule. The majority of students interrupt their education at one institution and start it again at another, frequently after a period of military service, marriage, work or just travel experience. The rise of junior colleges has insured that transferring from one institution to another should become an important way of progression through college. But even within 4-year institutions new patterns of college attendance have emerged.

Transfer students were at one time "second class" students, frequently considered to be of marginal academic ability (perhaps, rightfully so in some instances). However, it is now recognized by the higher education community that there are many valid economic, educational, and personal reasons for attendance at more than one institution of higher learning. Nevertheless, policies remain which handicap transfer students. Institutional admissions and credit-granting policies demand examination and may require revision.

PURPOSE OF THIS STUDY

In the regular session of the Louisiana legislature, 19[illegible]2, Senate Concurrent Resolution 120, urging and requesting the Louisiana Coordinating

Council for Higher Education to "make a feasibility study relative to the exchange of university credits between Louisiana universities" was adopted. The passage of this resolution (See Appendix A.) evidenced a concern that some students in Louisiana may be encountering unnecessary and unfair barriers in their progress toward their educational goals due to institutional transfer of credit policies.

In light of this resolution, the Coordinating Council defined its task as that of investigating the following areas:

(a) the number of students who transfer into Louisiana's institutions of higher learning;

(b) the broad patterns of migration shown in student transfer;

(c) the policies governing the acceptance of given types of transfer credits (those earned through traditional courses as well as those earned by non-traditional means); and

(d) the methods by which policies relevant to credit transfer are formulated and applied.

A questionnaire covering these areas was developed and sent to all Louisiana institutions of higher education, both public and private. (This questionnaire is found in Appendix B.) In addition, inquiries were sent to appropriate agencies in the other states seeking data on their transfer problems and practices. This paper will include discussion of the responses to the questionnaire, summaries of some of the methods of improving articulation used by other states, and consideration of Louisiana's needs in this area.

LIMITATIONS OF THE STUDY

The present study deals only with undergraduate credit transfer. At a future time, if staff permits, credit transfer at the graduate level will be examined. All of the public institutions and eight of the private institutions cooperated by completing the questionnaire. Appendix C lists

the participating schools. These schools enroll approximately 96% of Louisiana's undergraduate college students.

Specific information on transfer students was requested for only one semester--Fall, 1972. Because the examination of individual student records was required for compiling this data, it was necessary to limit the questionnaire to one semester so as not to overburden the cooperating institutions. It is reasonable to assume that the patterns and relationships found in these data are similar to those occurring in the recent previous fall terms. There are generally fewer students transferring in the spring semester. In the absence of longitudinal data, the most recent fall semester is also the most reliable single predictor for future fall term transfer patterns.

Two irregularities should be noted:

(1) The requested figures were not available for Southern University in Baton Rouge due to the destruction of records during campus unrest in November, 1972; and

(2) There will be some alteration in transfer patterns of students transferring from LSU-Shreveport since this campus is in the process of expanding to four years. Two hundred twenty-three students transferred from LSU-S into other Louisiana schools last fall, the majority to LSU-BR (71), Northwestern (59), Northeast (35), and Louisiana Tech (34).

With the exception of the data missing from Southern and from the non-participating private schools, the student figures include all transfers between Louisiana schools as well as out-of-state transfers into Louisiana schools. Transfers from Louisiana to other states are not included, since the Louisiana schools have no way of keeping complete records on such students. It is not necessary to deal with these Louisiana-to-other states transfers, however, since this study is concerned with students in Louisiana schools and the policies which affect them.

The data on transfer students were gathered in order to determine the magnitude of possible credit transfer problems in Louisiana. To

determine the nature of such problems and how they may be solved, it is necessary to examine institutional policies and practices.

STUDENT MIGRATION

In Fall, 1972, a total of 6,542 undergraduate students transferred into Louisiana's public colleges and universities. An additional 557 transferred into the eight private schools participating in this study, bringing the total transfers in Louisiana schools for that semester to 7,099. Of this total, nearly 64% transferred between four-year institutions, while 17.5% transferred from a two-year to a four-year school. Another 17.5% transferred from a four-year to a two-year school and just over 1% transferred between two-year schools. When considering transfers in Louisiana's public institutions only, the relationships are similar: 63.7% transferred between four-year schools, 14.3% from junior to senior colleges, 21.3% from senior to junior colleges and less than 1% between junior colleges. Of the public institution transfer students, better than half (55.1%) transferred from a school within the LSU system to one governed by the State Board of Education or vice versa. The remaining 44.8% stayed within the same system of governance in their transfer.

Most students transferred between two public institutions, although 12% went from private to public schools and 4% from public to private schools. There was negligible transfer between private institutions.

More than half of the transfers into private schools were from out-of-state schools, while slightly less than one-third of those students transferring into public institutions came from out-of-state schools. The majority of out-of-state transfers into Louisiana public institutions were classified as Louisiana residents.

Table 1 shows the students transferring at each school during Fall,

1972. These are divided into those who transferred from Louisiana public schools, from Louisiana private schools, and from out-of-state schools. Table 2 shows the number of students who transferred into each institution from Louisiana schools, the number who transferred from each institution into other Louisiana schools and the net gain or loss in transfer students for each school. Table 3 indicates for every participating Louisiana institution the number of students that transferred to and from every other Louisiana institution. These three tables give a picture of the student migration patterns occurring in Louisiana schools for Fall, 1972.

REASONS FOR STUDENT TRANSFER

A 1962 study by T. F. Kellogg[3] indicated that 1 in 5 college students were transfer students and attributed the rise in their numbers to mobility of the population, growth of junior colleges, and costs of attending college away from home. All of these factors undoubtedly operate to some extent in Louisiana; however,growth of junior colleges, which is a strong influence on increase in transfer students in many other states, is of diminished importance here. Louisiana has a limited number of two-year institutions, but they form no coherent system and they vary in character and in their relationships with each other and other institutions in the state. Historically, many of Louisiana's colleges and universities were created as junior colleges but expanded into four-year colleges and, eventually, into graduate institutions. Hence, a junior college system as such has never come into being.

Louisiana presently has six two-year institutions which, for the purposes of this report, will all be called junior colleges. Three are branch campuses of large university systems (LSU-Eunice, LSU-Alexandria, and Southern University-Shreveport). These would appear to serve mainly a transfer function, although the two LSU branches also offer a limited

TABLE 1 - UNDERGRADUATE STUDENT MIGRATION - FALL, 1972

Receiving Institution	Number Students Transferring From			Total Transferred
	Louisiana Public	Louisiana Private	Out-of-State	
Bossier Community College. .	30	1	(0)	31
Delgado Junior College . . .	515	94	(101)	731
Grambling College.	21	1	(23)	45
LSU-Alexandria	62	15	(16)	93
LSU-Baton Rouge.	999	74	(508)	1,581
LSU-Eunice	17	4	(7)	28
LSU-New Orleans.	550	205	(323)	1,078
LSU-Shreveport	201	42	(117)	360
La. Tech University.	182	14	(146)	342
McNeese University	109	5	(68)	182
Nicholls University.	135	5	(39)	179
Northeast University	322	28	(191)	541
Northwestern University. . .	196	17	(50)	263
Southeastern University. . .	184	18	(99)	301
Southern-Baton Rouge*. . . .				
Southern-New Orleans	34	7	. .	41
Southern-Shreveport.	27	. .	(10)	37
St. Bernard Community College	38	11	(6)	55
University of Southwestern La.	360	33	(257)	650
*Data Destroyed By Fire				
Total	3,982	574	1,961	6,542
Centenary College.	33	0	(25)	58
Dillard University	5	1	(13)	19
Louisiana College.	93	2	(43)	138
Our Lady of Holy Cross . . .	31	6	(4)	41
St. Joseph's Seminary. . . .	5	0	(5)	10
St. Mary's Dominican	5	4	(14)	23
Xavier University.	32	6	(43)	81
Tulane University.	30	8	(149)	187
Total	234	27	(296)	557

TABLE 2

TRANSFER IN AND OUT OF LOUISIANA INSTITUTIONS

Institution	Transferred From In-State School	Transferred To In-State School	Institution Net Gain Loss
Bossier Community College. . . .	31	43	-12
Delgado Junior College	609	96	+513
Grambling College.	22	70	-48
LSU-Alexandria	77	213	-136
LSU-Baton Rouge.	1,073	729	+344
LSU-Eunice	21	94	-73
LSU-New Orleans.	755	617	+138
LSU-Shreveport	243	228	+15
Louisiana Tech University. . . .	196	365	-169
McNeese State University	114	142	-28
Nicholls State University. . . .	140	199	-59
Northeast State University . . .	350	253	+97
Northwestern State University. .	213	329	-116
Southeastern State University. .	202	287	-85
Southern-Baton Rouge	. .	93	. .
Southern-New Orleans	41	65	-24
Southern-Shreveport.	27	21	+6
St. Bernard Community College. .	49	22	+27
University of Southwestern La. .	393	350	+43
Total	4,556	4,216	
Miscellaneous	. .	3	
Baptist Christian.	. .	7	-7
Centenary College.	33	73	-40
Dillard University	6	21	-15
Louisiana College.	95	72	+23
Loyola University.	. .	188	-188
Notre Dame	. .	1	-1
Our Lady of Holy Cross	37	15	+22
St. Joseph's Seminary.	5	2	+3
St. Mary's Dominican	9	22	-13
Xavier University.	38	38	0
Tulane University.	38	156	-118
New Orleans Baptist.	. .	3	-3
Total.	261	601	

TABLE 3: STUDENTS TRANSFERRING TO AND FROM LOUISIANA INSTITUTIONS
(1) SENDING INSTITUTIONS (2) RECEIVING INSTITUTIONS

(1)	(2) Bossier	Delgado	Grambling	LSU-A	LSU-BR	LSU-E	LSU-NO	LSU-S	La. Tech	McNeese	Nicholls	Northeast	Northwestern	Southeastern	Southern-BR	Southern-NO	Southern-S	St. Bernard	U.S.L.	Centenary	Dillard	La. College	O.L.H.C.	St. Joseph's	Dominican	Tulane	Xavier
Bossier			1					14	14			2	7						1				4				
Delgado							59		2		5	1		10		2			10							2	5
Grambling		10					1	2	7	2	4	15	6			3	13		4			2	1				
LSU-A					107	1	1		8	2	1	22	21	1					13			35				1	
LSU-BR		141	1	10		4	225	23	18	19	35	48	18	66		1		1	92	5	1	12	3			5	1
LSU-E				2	42		2		1	20		1	4						21			1					
LSU-NO		186		2	194			2	8	1	15	14	5	51		15		23	51		3		15	3	3	10	16
LSU-S	5				71		8		34			35	59				2		4	9							1
La. Tech	7	8		8	89		29	51		11	10	82	25	8			1		20	8		8					
McNeese		5	1	5	36	2	12	2	9		3	11	6	3		1		2	43			1					
Nicholls		20			67		42	1	6	3		13	3	14				3	22				1	1	1	1	1
Northeast	4	4	6	10	83	1	12	23	29	5	9		21	5					24	6		9					2
Northwest.	13	6	1	20	65		13	63	29	16	7	40		7			1		22	4		19		1		1	1
Southeast.		61		1	121		39	1	4	3	6	13	4					5	18	1		2	4			3	1
Southern-BR	1	9	3		7		6	10		2	3	7	5	5		9	10		13			3					
Southern-NO		40					21	1											1		1						1
Southern-S			8					4	3				4										1				1
St. Bernard		1					10				5			2					1				2		1		
U.S.L.		24		4	117	9	70	4	10	25	32	18	8	12		3		4				1				7	2
Baptist Christian	1	1				1						2	2														
Centenary				1	12		1	37	6			6	4	1					4							1	
Dillard		6		1	1		4									5			1								3
Loyola		45			21		83	1	2		1	2	2	7					12			1	1		3	5	2
N.O.Baptist		1		1							1																
Notre Dame					1																				1		
O.L.H.C.		4					3											7									
Sacred Heart						1																					
St. Joseph's														1					1				3			2	
St. Mary's		3			1		6				1	1		2				2	1				2				1
Tulane		23			22		89	2	1	2		5		3				2	4								
Xavier		11	1				17				1	1	1			2			2		1	1					
La. College				12	16	2	2	2	5	3	1	11	8	2					8								
John Curtis														2													

number of both transfer and terminal associate degree programs. The state has one comprehensive vocational-technical junior college, Delgado Vocational Technical Junior College. This school offers Associate of Applied Science programs in trade areas and academic associate degree programs of both the occupational type and the typical transfer type. Additionally, there are two 13th-14th grade pilot projects (St. Bernard Community College and Bossier Parish Community College) offering junior college level courses. At the present time, these are not degree-granting institutions and function entirely as transfer institutions. Because Louisiana's junior colleges are so scattered and variable, it is not unexpected that they should account for a rather small proportion of transfer students in the senior institutions.

As was shown earlier, however, there is considerable transfer between four-year institutions. In the absence of a comprehensive system of junior colleges in Louisiana, it appears that the four-year institutions also function for at least some portion of their student bodies as junior colleges. A chief purpose of junior colleges is to expand educational opportunity by making higher education accessible to a greater portion of the population. While the junior colleges in Louisiana are not adequate in number and distribution to achieve this purpose, a combination of two-year and four-year schools in Louisiana places higher education within 40 miles of almost the entire population of the state (PAR, 1966).[4] Likewise, all public institutions in Louisiana have an open door freshman admissions policy, further enabling a combination of institutions to perform the junior college function of providing access to education.

Typically, junior college students seek either an occupationally-oriented associate level degree or lower level courses applicable to a

baccalaureate degree. Three of the six junior colleges and 10 of the four-year institutions offer associate degree programs; all of the institutions offer lower division work applicable to a baccalaureate program. Junior colleges also provide adult education for members of a community. Both senior and junior level Louisiana schools perform this service through evening and extension classes, workshops, and special short courses.

The junior college role performed to some extent by all Louisiana colleges is one of the dynamics underlying transfer in the state. Changes in the financial status of individual students, their educational goals, and their life patterns--possibly involving marriage, military service, or work--are among other related factors. Regardless of the nature of specific reasons, however, it appears that the reasons are sufficient to insure that a significant number of transfer students will continue to enroll at Louisiana colleges and universities. It is important, therefore, that policies affecting them be examined.

ACCEPTANCE OF CREDITS VS. APPLICABILITY OF CREDITS

In discussion of credit transfer policy, it is necessary to make a distinction between acceptance of credits and applicability of credits to a chosen degree program. Most schools, particularly the public institutions, will accept virtually all credits that have been earned at a recognized institution of higher learning. Not all of the accepted credits, however, will be accepted as fulfilling degree requirements. If accepted credits cannot be used to fulfill degree requirements and also cannot be used as electives, then they are recorded simply as credits in excess of degree requirements. For example, a student may transfer with 95 semester credit hours into a 128-hour degree program. Of the 95 hours, perhaps 70 meet general education and major area degree requirements. An additional 10 may be used as free electives. The remaining 15 hours, which

have been accepted, do not apply in any way to the degree program and, therefore, do not reduce the 48 hours remaining toward completion of the degree program. The excess hours are simply recorded and computed into the students grade point average (GPA). Thus, the number of credit hours accepted does not equate with the amount of progress toward a degree. Some of the private schools (Centenary, Louisiana College, and Tulane) do not make this distinction and simply accept only those credits applicable to the student's degree program.

CREDIT TRANSFER POLICY ACCORDING TO ACCREDITATION OF THE SENDING INSTITUTION

Both public and private schools in Louisiana have a general policy of acceptance of credits earned at regionally accredited institutions of higher education. In some cases there are particular limits and qualifications which will be noted later. Policies toward credits earned at non-accredited institutions are more variable. Only Bossier Parish Community College stated that such credits are normally accepted. Several institutions (all of the LSU system, Southern University-New Orleans and, in some instances, Nicholls) follow the policy shown in a publication of the American Association of Collegiate Registrars and Admissions Officers called "Report of Credit Given by Educational Institutions." This document indicates the policies of the state university of each state with respect to credits earned at other institutions within that state. The categories are acceptance, acceptance on a limited basis, and non-acceptance. Appendix D shows the policies reported in the February, 1973, edition for Louisiana schools. In some cases, if an institution is listed in education directories or has the status of "recognized candidate" or "correspondent" with its accrediting agency, credits are accepted. Delgado, Louisiana Tech, Centenary, and Xavier follow this policy; USL practices a similar policy in accepting credits earned during the first three years of existence of a junior

college and the first five years of existence of a senior college, if other institutions in the state of the unaccredited school recognize its credits. (This allows for the fact that full accreditation is not granted until an institution graduates its first class). Grambling accepts credits from unaccredited schools in Louisiana if the school is recognized by the State Department of Education, as do Northeast and McNeese. McNeese and Northeast grant delayed acceptance for credits earned at unaccredited institutions outside Louisiana, while Northwestern and Our Lady of Holy Cross practice this policy for credits earned at all unaccredited institutions, in-state and out-of-state. Delayed acceptance means that credit will be granted for transferred courses after the student has completed a given length of time or number of hours at the receiving institution with an average of "C" or better. Southeastern accepts credits earned at a non-accredited institution if the student is not under suspension, but the student enters Southeastern on scholastic probation regardless of his average. Southern University-Baton Rouge, Southern University-Shreveport, Dillard and Tulane do not accept any credits earned at unaccredited institutions. Dominican accepts very few; St. Joseph's Seminary accepts them from other special-purpose institutions of the same type; and Xavier may accept them if the academic standards of the sending institution are considered to be above average. Louisiana College permits students from unaccredited institutions to take credit examinations in transferred courses or grants delayed acceptance after 30 hours are taken at Louisiana College with a "C" average.

Most schools in Louisiana will re-evaluate credits earned at an unaccredited institution even though they have been previously accepted in transfer by an accredited school. Only Bossier, Nicholls, Southern-Shreveport

St. Joseph's, Dominican and Xavier said they would simply accept the accredited institution's evaluation. At McNeese, if the student had earned 30 hours with a "C" average at the previous accredited school, that school's evaluation of courses from the unaccredited institution would be accepted.

RESIDENCY REQUIREMENTS

Of particular concern to transfer students is the number of hours taken in residency which each college requires for conferral of its degree. Table 4 shows the number of hours required by each institution in Louisiana. Requirements vary from 25% of the degree requirements at Delgado to 64 hours at Dillard. Thirty hours (approximately 1/4 of a baccalaureate program and 1/2 of an an associate program) seems to be standard for most of the public and private institutions. In most instances, residency requirements must be fulfilled as the final portion of the degree--Nicholls, Northeast, Louisiana Tech, Southern-Baton Rouge, Southern-New Orleans, Centenary, Louisiana College, Tulane, and LSU-NO all have this stipulation. LSU-NO also requires that the last 30 hours be taken in the individual academic college of LSU-NO which is granting the degree. At this school, as in several others of the above, up to 6 hours of the last portion may be taken elsewhere in exceptional cases and with special permission, so long as the numerical residency requirement is met. At Louisiana Tech, nine of the last 36 hours may be taken elsewhere if minimum residency requirements have been previously fulfilled.

All institutions were asked whether, in the case of a re-entry student, the hours taken during the earlier enrollment would apply toward fulfilling residency requirements. Delgado, Grambling, LSU-E, Dillard, St. Joseph's, Dominican, and Xavier answered affirmatively, although there were some limitations as to what amount could be used. Southeastern stated that

TABLE 4

RESIDENT CREDIT REQUIREMENTS
AT LOUISIANA INSTITUTIONS

	Institution	Hours Required
1.	Bossier	No degree programs
2.	Delgado	25% of degree requirements
3.	Grambling	30 hours
4.	LSU-Alexandria	*Varies with degree program
5.	LSU-Baton Rouge	30 hours
6.	LSU-Eunice	30 hours
7.	LSU-New Orleans	30 hours
8.	LSU-Shreveport	30 hours
9.	Louisiana Tech	30 hours
10.	McNeese	30 hours
11.	Nicholls	30 hours
12.	Northeast	30 hours
13.	Northwestern	30 hours
14.	Southeastern	30 hours
15.	Southern-Baton Rouge	30 hours
16.	Southern-New Orleans	30 hours
17.	Southern-Southern	No degree
18.	St. Bernard	No degree
19.	USL	30 hours
20.	Centenary	30 hours
21.	Dillard	64 hours
22.	Louisiana College	30 hours
23.	Our Lady of Holy Cross	30 hours
24.	St. Joseph's	30 hours
25.	Dominican	36 hours
26.	Xavier	30 hours
27.	Tulane	32 hours

*Generally the entire technical portion must be taken in residence.

earlier hours could be applied if the student were a senior at the time of the earlier enrollment. At LSU-Baton Rouge, the various colleges have different policies regarding the applicability of the earlier hours toward residency requirements. At LSU-Shreveport, the 30-hours requirement must be among the last 40 hours, and 9 hours of it must be in the field of concentration.

TIME SINCE CREDITS WERE EARNED

In general, the amount of time elapsed since a course was taken has no effect on its acceptability for transfer. USL has a policy of requiring the approval of the dean for courses over ten years old to be applied to degree requirements. Southern-Baton Rouge does not accept courses over six years old. Other schools generally had no course age limits but noted that if course content has radically changed the student might need to repeat it in order to be adequately prepared for subsequent courses. While the credits are generally accepted, older courses in certain subjects would be less likely to parallel existing courses at the receiving institution and less likely to apply to degree requirements.

PARALLEL COURSES WITH VARIANT CREDIT HOUR AMOUNTS

In some cases, parallel courses at two different institutions will carry different amounts of credit. The colleges and universities were asked which number of hours would be awarded as transfer credits in such cases. Most schools, both public and private, responded that the amount of credit awarded by the sending institution would be recorded. Delgado would use the credit hours assigned to the Delgado equivalent course, whether they were more or less than those assigned by the sending institution. The LSU schools noted that some schools require Physical Education but do not grant credit for such activities. If the activities are equivalent to credit-bearing courses, the

LSU system grants credit even though none was given by the sending institution. Less credit than that awarded by the sending institution may also be granted if the sending institution is a school for which "Report of Credit Given" shows limited acceptance. Louisiana Tech grants less credit if the Tech parallel course carries less credit than the sending institution's course; more credit than appears on the transcript is never given. Centenary College and Bossier Community College also follow this policy.

CREDIT FROM OTHER TYPES OF POSTSECONDARY INSTITUTIONS

An area that will command increasing attention with heightened interest in career education is the awarding of paraprofessional and technological degrees. The schools were asked whether they offered any such programs and whether credit would be granted in transfer for courses taken at vo-tech schools, proprietary schools, or hospitals. Most of the public schools offer at least one such degree program (including four-year technology programs). Of degree-granting institutions, only Southern-New Orleans and USL responded that they do not. Among the private schools, Our Lady of Holy Cross, Tulane, Centenary and Louisiana College offer at least one paraprofessional technological degree program.

In general, however, no credit is given for work taken at postsecondary institutions which are not institutions of higher education. (Colleges and universities, however, may provide clinical experiences or internships at such institutions. These are under the supervision of the college and the credit is granted directly by that college.) LSU-Alexandria and LSU-Eunice noted that students could take credit examinations in subjects which they might have learned at a vo-tech school, proprietary school, or hospital. Grambling and Delgado responded that cases were reviewed individually to

determine if credit could be awarded. Usually, written exams would be used to validate such credits if awarded. Our Lady of Holy Cross also indicated that credits from other types of postsecondary institutions could be granted in some cases.

CREDIT IN COURSES WITH GRADE OF "D"

Schools were divided in their acceptance of transfer credit for courses in which a grade of "D" was earned. All reporting institutions grant credit for courses taken in residence in which a grade of "D" is earned. The four predominately black public schools and most of the private schools will not, however, accept transfer courses with "D's." Of the private institutions, Louisiana College accepts "D's" and St. Joseph's accepts "D's" in general education courses in which no more advanced study is undertaken. The remaining public institutions stated that credits earned with a "D" grade were transferable, but generally with certain exceptions. Louisiana Tech, McNeese, Southeastern, and the LSU system schools consider "C" the minimum acceptable grade for courses transferred from unaccredited institutions. Delgado indicated that a "C" or better might be required in core courses. LSU-Eunice limits the number of credits transferred with a "D" to six hours. Bossier Community College requires a minimum grade of "C" in transfer courses in the major field of study and Northeast requires an overall "C" average in the major. At several schools (ISU-New Orleans, Louisiana Tech, Nicholls, USL and LSU-Baton Rouge) the individual colleges or deans determine whether transfer credit with a "D" grade can apply toward degree requirements. For example, at LSU-Baton Rouge, the Colleges of Arts and Sciences, Business, and Engineering, do not grant any credit toward degree requirements for courses transferred with a grade of "D."

UNACCEPTABLE CATEGORIES OF CREDITS

A portion of the questionnaire was devoted to questions regarding the

acceptability of certain special categories of credits. One question named religion or theology courses, ROTC credits, military service credits, remedial credits, and vocational-technical credits, and asked whether any of these types were routinely not accepted. The colleges were also asked to list any additional categories of credit which they never accepted. The list below shows the unacceptable categories of credit for each college. If categories from the above list are not shown, they are accepted in some, but not necessarily all, cases.

Institution	Unacceptable Credits
Delgado	Specialized short courses
Grambling	Religion
LSU-Alexandria	Credit listed as terminal on transcripts or in catalog, credits earned while on scholastic suspension from LSU-Alexandria
LSU-Eunice	Credit for work experience, credit earned while on scholastic suspension from LSU-Eunice
LSU-Baton Rouge	Same as for LSU-Alexandria and credit allowed for work experience or travel
LSU-New Orleans	Credit for work experience, credits earned at professional schools, credit earned while on scholastic suspension from LSU-New Orleans and any credits from a junior college or junior division equalling more than half of total degree requirements
LSU-Shreveport	Same as for LSU-Baton Rouge
Louisiana Tech	Remedial, vo-tech, any hours above 68 from a junior college
McNeese	Remedial credits, certain professional and occupational credits, any more than 12 hours of religion credits, credits earned while under scholastic suspension from any school
Nicholls	More than 12 hours of religion
Northwestern	Any more than 6 hours of religion, any more than 7 hours of military credits
Southeastern	Remedial credits, vocational-technical credits, hospital nursing courses

Institution	Unacceptable Credits
Southern-BR	Religion credits, remedial credits, vocational-technical credits, correspondence credits
Southern-NO	Religion credits, vocational-technical credits
Southern-S	Religion credits, vocational-technical credits, courses with "D" or "I "
Centenary	Remedial, vocational-technical credits
Dillard	Remedial credits
St. Joseph's	ROTC credits, remedial credits
Dominican	ROTC, military service credits, remedial credits
Xavier	Remedial, vocational-technical credits, courses not adequately parallel
Tulane	Seldom accepts religion; remedial credits, vocational-technical credits, correspondence credits

NON-TRADITIONAL CREDITS

Non-traditional methods of earning credits supplement traditional methods in a number of ways. Certain methods are aimed at speeding the student's progress and giving him the opportunity to avoid repetition of material that he has already learned (e.g., advanced placement, CLEP, credit exams, early admissions). Some other methods are aimed at reaching persons who do not have easy access to the classroom (e.g., extension courses, correspondence courses). Other patterns are developed for the purpose of enriching and individualizing the educational experience (e.g., independent study, study abroad, internships, community service credits). Because these approaches are non-traditional, however, there are variations in their use and acceptance at the different schools. A lengthy section of the questionnaire was aimed at determining the acceptability in transfer of these variant methods of earning credit.

Departmental credit examinations were found to transfer to all

Louisiana schools except Southern-Shreveport and, in some cases, Tulane. Correspondence courses are also widely accepted with Southern-Baton Rouge and Tulane being the only schools which do not permit transfer.

All of the public and private universities (with the exception of Xavier, Northeast and Southern-New Orleans) grant credit for bypassed courses through advanced placement testing. All of the schools, including the three which do not offer this option, accept such advanced placement credits in transfer.

College credits earned prior to the student's graduation from high school are almost universally acceptable. Southern-Baton Rouge and St. Joseph's do not offer an early admissions option, but only Southern rejects such credits in transfer.

Credits earned for study abroad are generally accepted in transfer if taken through bona fide educational institutions which grant academic credit for them. Only Bossier, Southern-Baton Rouge and Southern-Shreveport stated that these credits are not transferable.

The College Level Examination Program (CLEP) tests of the CEEB were found to be fairly widely used and accepted in transfer. Ten of the participating schools (Bossier, Delgado, Louisiana Tech, Nicholls, Northwestern USL, Louisiana College, Our Lady of Holy Cross, Dominican, and Tulane) grant credit through both the CLEP general exams and at least some of the CLEP subject exams. An additional eight schools (LSU-Baton Rouge, Northeast, LSU-Alexandria, LSU-Eunice, Southeastern, Centenary, Dillard and St. Joseph's) do not grant credit through the general examination but grant credit through a number of subject exams approved by the individual schools. All of the above schools (except Tulane) will also allow transfer of credits earned through CLEP for at least those exams which are used by

the particular school. Tulane has not yet formulated a policy concerning the transfer of CLEP credits. The LSU schools and USL specify that they will only accept CLEP credits in transfer when the original scores meet their own standards for granting credit.

Southern-Baton Rouge, Southern-New Orleans, McNeese, Grambling, LSU-Shreveport, Xavier and LSU-New Orleans do not presently grant credit through CLEP. The first six of these schools have the use of CLEP under consideration at the present time. Southern-Baton Rouge and Southern-New Orleans accept CLEP credits in transfer although CLEP is not currently offered on their campuses. Grambling, LSU-New Orleans, LSU-Shreveport, McNeese and Xavier either will not accept CLEP credits in transfer or have no established policy regarding this to date.

Credits earned through the United States Armed Forces Institute (USAFI) are accepted by all schools except Dominican, Northeast, and Bossier. The schools which accept USAFI credits do not always accept every type of USAFI credit. McNeese and the LSU system schools indicate that only correspondence credits from USAFI are acceptable and LSU-New Orleans further stipulates that only those USAFI correspondence courses taken through participating colleges and universities are accepted.

Schools were also asked to indicate any other non-traditional means of granting credit which they used. The answers received for this question are shown in Appendix E; any further study of credit acceptance should consider the transferability of these types of credits.

LIMITATIONS ON AMOUNT OF NON-TRADITIONAL CREDIT ACCEPTED IN TRANSFER

In addition to residency requirements which place a limit on the gross number of credits which can be transferred toward degree requirements, a number of schools have specific limitations on the number of credit hours

earned by non-traditional means which can be transferred. Bossier Community College, Grambling, Southern-New Orleans, Centenary, Dillard, St. Joseph's, Dominican and Xavier either impose no limits or have not developed a policy yet. The chart below shows the restrictions imposed by the remaining schools. In most cases, the same limitations apply likewise to the amount of non-traditional credit which can be granted to native students.

LIMITS ON TRANSFER OF NON-TRADITIONAL CREDITS

Institution	
Delgado	Maximum of 25% of degree requirements may be transferred in a total of all allowed types of non-traditional credits.
LSU-Alexandria	A maximum of 30 hours of military credits; one-fourth of degree requirements in correspondence and/or extension credits plus military service credits; no more than 30 hours through advanced standing and CEEB (Advanced Placement Program) credits.
LSU-Baton Rouge	Same limits as LSU-A plus a maximum of 10 hours of law enforcement
LSU-Eunice	Some limitation, dependent on the particular associate degree program.
LSU-New Orleans	Depending on the college, a maximum of 32 hours through correspondence and extension; maximum of 30 hours earned through CEEB (Advanced Placement Program) and bypassed credits.
LSU-Shreveport	A maximum of 62 hours through examination, military service and correspondence and/or extension.
Louisiana Tech	A maximum of 60 hours through all types of examinations; maximum 6 hours credit in correspondence courses.
McNeese	A maximum of 32 hours of extension, correspondence, service record credit, advanced placement and USAFI credit; no major courses may be taken through correspondence.
Nicholls	A maximum of 25% of degree requirments in total of all allowed non-traditional credits.
Northeast	Maximum of 25% of degree requirements in correspondence, extension, military service experiences, and examinations.
Northwestern	Maximum of 50% of degree requirements in total of all allowed types of non-traditional credits.

Institution	
Southeastern	Maximum of 25 hours through credit exams; maximum of 60 hours in the total of all allowed types of non-traditional credits.
Southern-BR	Maximum of 30 hours in the total of all allowed types
Southern-S	Maximum of 9 hours in the total of all allowed types
USL	Maximum of 25% of degree requirements in extension, correspondence, advanced placement, credit examination, military experiences or service schools; student cannot take a credit examination for a course that has been pursued.
Louisiana College	A maximum of 30 hours total may be the limit set for transfer students (it is being considered); for the native students, a maximum of 12 hours of extension, which may include 6 hours of correspondence; maximum of 12 hours of CLEP; maximum of 30 hours of CEEB (Advanced Placement Program) and departmental credit exams combined.
Our Lady of Holy Cross	Not more than half of credits required for degree if the work is below the senior level.

EVALUATION PROCEDURES

The transfer student is affected not only by the policies regarding the credits he had earned but also by the procedures used in evaluation of transcripts and, ultimately, the procedures used in determining institutional policy. The evaluation of transfer student records follows a similar basic routine in all the public instititions. The initial evaluation of credits occurs in the registrar's office or the admissions office. The acceptability of credits for general purposes is usually determined here; frequently, the parallel courses are also designated, using catalog comparisons of course descriptions as the main source of information. Generally, transcripts are sent to an appropriate department head, division head, or dean for determination of which credits are applicable to the student's degree program and what requirements remain to be met. The procedures at the private schools are similar in nature but not quite so uniform. Appendix F outlines them.

USE OF TRANSFERRED GRADES

Most of the schools governed by the State Board of Education include grades earned in transferred courses in computation of the grade point average (GPA). The only exceptions were Bossier Community College and Southern-Baton Rouge. Louisiana Tech computes two GPA's--one including all college work and one including only work taken at Tech. The LSU system institutions also record two GPA's--one including all college work and one computed with work taken in the LSU system. In general, grades in transferred courses appear on the receiving institutions' transcripts, though in cases of differing grading systems they are sometimes translated into a receiving institution equivalent grade if possible. Of the private schools, Louisiana College, St. Joseph's, Dominican, Xavier, and Our Lady of Holy Cross compute transferred grades in the student's average. Centenary, Dillard and Tulane do not.

Whether or not transfer grades are included in a GPA, they may be recorded and used for purposes such as counseling and eligibility for honors or student office-holding. They are also used initially to determine a student's eligibility for admission and the acceptability of transfer credit in each course.

RIGHT OF APPEAL

Most schools allow a student to question and, if he desires, appeal the evaluation of his credits. Grambling, however, has no policy concerning this and Northeast and Southern-Shreveport do not allow students to appeal their credit evaluation. All of the other schools have some recourse for students who are dissatisfied with their evaluations. In some cases, (Delgado, LSU-Baton Rouge, LSU-New Orleans, LSU-Shreveport, McNeese, Nicholls, Southern-Baton Rouge, Southern-New Orleans, USL, Centenary, Dominican) students are

routinely informed of their right to appeal in a statement in the college catalog or one accompanying the credit evaluation. Otherwise the student is informed during the process of questioning. In a few schools the appeal procedure is formal and may involve a written petition to the responsible administrator. In most cases, however, procedures are not formalized. If a student's problems cannot be solved in the Registrar's office, he may be referred to his department head, dean or possibly the academic vice-president. In settling such questions there may be correspondence with the sending institution and interviews with the student to determine what material applicable to a student's program has been previously covered.

CHOICE OF CATALOG FOR GRADUATION REQUIREMENTS

A certain number of students who transfer do so as part of conscious educational plans. For some reason they may determine that they can meet lower division requirements at one school and then transfer to another school to complete requirements and earn the degree. For example, a student living in or near Hammond may wish to earn a degree in Electro-Technology which is offered only by Louisiana Tech. By using a Louisiana Tech catalog he may discover that he can take all of his lower division work at Southeastern and thus avoid, in the first two years, the expense of going away to college. Such a student would be planning his entire program by the catalog of the institution from which he intends to graduate, even though he does not begin college work at that institution.

Most schools permit their students to elect any catalog in force <u>during their residency</u>. This allows native students to follow any catalog in effect between their freshman year and their graduation; transfer students cannot elect a catalog in effect prior to their transfer even if they have been planning their program according to the one in effect when they

were freshmen. This actually handicaps those conscientious students who plan for transfer in advance. Only Delgado, Grambling (in some departments) Southern-Baton Rouge, Centenary, Dominican, and Tulane allow transfer students to follow their catalog for the year in which that student began his higher education, providing attendance at an institution of higher education has been continuous.

DETERMINATION OF TRANSFER POLICY

Transfer policies in the private schools and in the State Board colleges, with the exception of Louisiana Tech and Bossier Community College, are determined by a committee or committees. Bossier has no written policy and Tech allows the academic dean of each college to determine policies for that college. In the LSU system schools, policy may originate from any of several sources, including the registrar's office, Council of Academic Deans, and the various campus heads. There is no one group charged with the responsibility of transfer policies.

Appendix G shows the committee(s) responsible for transfer policies at those schools which have such a committee(s). Membership and frequency of review are also indicated.

RECOMMENDATIONS ON CREDIT TRANSFER

The chief purpose of this paper is to compile in one document as much information as possible about the credit transfer policies practiced in Louisiana. It is evident from the information that was gathered that serious and conscientious efforts are being made to accommodate transfer students. Unfortunately, difficulties in the transfer process have not been wholly eliminated. The Coordinating Council's Master Plan (1972) recommends that:

> Uniform policies should be adopted with respect to the transfer of students among publicly supported institutions both within a system and between systems. These policies should include a compatible academic

> calendar. The Council encourages the private institutions to participate in similar adoptions.

This call for uniformity does not specifically mention credit transfer policies, as such, and it is likely that complete uniformity in every particular of these policies is not desirable. The Master Plan in another section clarifies the Council's intent that it:

> . . . does not ask for a lowering of standards for entrance into universities nor does it ask for false transfer of credits from one kind of institution to another. What it does suggest is that logic and fairness be applied to the problems of credit transferability.

In certain underlying principles, based on logic and fairness, the institutional policies should be uniform. One of these principles is a commitment to non-discrimination between native students and transfer students. Native students and transfer students should receive equal treatment under institutional policy--the standards imposed on transfer students should be no higher and no lower than those imposed on native students.

Some of the natural consequences of this principle are among the recommendations of the Guidelines for Improving Articulation Between Junior and Senior Colleges, which were published by the American Council on Education. This report was the result of several years work by the Joint Committee on Junior and Senior Colleges which was formed from committees of the Association of American Colleges, the American Association of Collegiate Registrars and Admissions Officers, and the American Association of Junior Colleges. Published in 1965, the guidelines are still considered applicable and have influenced policies across the nation.

While the guidelines are specifically addressed to junior-senior college transfer, they are broadly applicable to all cases of transfer in Louisiana. Two of the recommendations are particularly pertinent to the principle of non-discrimination between native and transfer students:

> Grades of "D" earned by transfer students should be evaluated in the receiving institution on the same basis as "D" grades earned by native students at that institution. However, transfer students may be advised to repeat courses without credit if it is clearly to their advantage to do so in order to make satisfactory progress in their degree programs.
>
> Transfer students should be given the option of satisfying graduation requirements which were in effect in senior colleges at the same time they enrolled as freshmen, subject to conditions or qualifications which apply to native students. The otpion should be stated explicitly in the catalogue of the senior institution. Senior institutions should notify the junior colleges as early as possible of impending curriculum changes which may affect transfer students.

A second basic principle to be considered is that individual institutions should recognize the integrity of other institutions, especially those that have the credential of regional accreditation. The consequences of this principle are expressed by the California Joint Study Committee on Transferability of Credit:

> Courses which have been accepted and/or recommended by the faculty of a regionally accredited college and designated as appropriate for baccalaureate credit by that college should be accepted for transfer.
>
> A principle of the regional accrediting process is that one member college will recognize the integrity of another member college. From this basic principle, it follows that each accredited college has the responsibility to define its own curricula in terms of nature and purpose. This principle must be recognized in determining the meaning of transferability. The individual institutions...are obligated to accept those courses identified as transferable by other accredited colleges.

It is evident from the institutional responses summarized above that these two principles are not fully and uniformly reflected in institutional policies. There are numerous situations in which a transfer student's course with a "D" grade could not apply toward fulfilling degree requirements. Most native student "D" courses, however, would be applicable. Likewise, transfer students are given the same catalog options as native students at only six of the responding institutions. While the Coordinating Council cannot mandate policy change, it may suggest here, in reaffirmation of the Master Plan

recommendations, that the individual schools institute procedures for regular review of policies and consider carefully whether their policies are fully in accord with their educational purposes, whether they are logical and fair, and whether they meet standards set up by national guidelines.

ARTICULATION EFFORTS ELSEWHERE

In order to learn of transfer policies elsewhere, the Coordinating Council surveyed the other 49 states in Summer, 1972, receiving replies from all but seven. A recently published book by Frederick Kintzer (1972), Middleman in Higher Education, also outlines the nature and extent of articulation efforts in the 50 states. The general conclusion that can be drawn from both sources of information is that in most states there is some statewide involvement in attempts to improve articulation.

A number of states, especially those with a large number of institutions, have adopted rather formal and stringent articulation policies such as the articulation agreement in Florida. A foundation policy for Florida's agreement was the 1965 General Education Agreement which provides that junior college transfers should be considered as having met the general education requirements of the receiving senior institutions if the junior college has certified that the student has completed the lower division general education requirements of the junior college. The General Education Agreement was reaffirmed and several additional policies were developed in the Articulation Agreement of 1971. This pact includes stipulations that:

> The Associate of Arts degree is defined as the transfer degree and must consist of 60 semester hours of academic work, excluding occupational and Physical Education courses. Within these 60 hours should be an approved general education program of not fewer than 36 semester hours;
>
> a forgiveness policy is delineated, allowing students to repeat courses and have only the final grade count in his GPA;

the universities are required to accept "D" grades;

an articulation coordinating committee is established to interpret the articulation agreement, to mediate conflicts, to develop and recommend new and additional articulation policies, and to appoint special task forces to deal with problems as they arise.

Among the task forces which have been appointed are one to recommend transfer policies on credit by examination, one to define occupational programs, and one to develop a common community college and university transcript.

Articulation efforts in Illinois are similar to those in Florida but are more detailed and inclusive in some instances. The Illinois articulation plan has a legal basis in a statement of the 1965 Master Plan which was adopted by the legislature. The statement encourages the development of ". . . organizational machinery and policies to stimulate closer articulation between junior colleges and the senior institutions in the state."

Like the Florida agreement, this plan includes a general education compact and provisions for a permanent articulation committee. The membership of the Illinois committee is broader than Florida's, including not only representatives of public two and four year colleges, but also representatives of private junior and senior colleges, public and private secondary schools, and "professional, technical and proprietary institutions." A number of other states--among them Colorado, Connecticut, Michigan, Oklahoma and Utah--have proposed or adopted provisions similar to those found in Florida and Illinois.

A somewhat different approach to assuring smooth articulation is the Core Curriculum of the University System of Georgia. This plan is less stringent than the policy discussed above. It is designed to provide a maximum of institutional automony while assuring transfer students that all or part of a Core Curriculum will be applied to a baccalaureate degree. The Core Curriculum provides for 90 quarter hours of lower division work, 60 in general education and 30 in the major area of study. The 60 hour portion is divided

equally between Humanities, Mathematics-Natural Science, and Social Science. Broad fields of study are designated, rather than specific courses, giving each institution considerable latitude in curricular development. In many disciplines the 30-hour portion is also stated as broad areas of study rather than specific courses.

Some of the provisions specified for implementation of this plan are:

1) The Registrar's Core Curriculum Handbook is used by the receiving institution to determine if the student has satisfied the sending institution's core curriculum. If only a fractional part is completed at the initial institution, the receiving institution gives full credit for those hours taken, but determines which courses shall be taken to satisfy its (the receiving institution's) requirements up to the ninety hour core total requirement;

2) Proficiency exams which are successfully passed at a sending institution are to be honored at the receiving institutions;

3) It is recognized that certain programs at four-year institutions require specialized courses at the junior college level and students should be so counseled.

North Carolina has a rather flexible approach to articulation with the attractive feature of assuring considerable input in policy-guidelines from North Carolina educators. The Joint Committee on College Transfer Students, which is representative of all higher education groups in the state, has used several different approaches in dealing with credit transfer problems. One of its first major accomplishments was the development of articulation guidelines in nine areas: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical sciences, and social sciences. The guidelines were developed by separate subcommittees of North Carolina junior and senior college educators and reviewed by additional educators before the Joint Committee approved of and published them.

Annual statewide articulation conferences in various disciplines have also been sponsored by the Joint Committee and a reference manual on Policies of Senior Colleges and Universities Concerning Transfer Students from

Two-Year Colleges in North Carolina is also published annually. Additionally, the committee has conducted a study of transfer student performance and published an annual report on "Undergraduate Transfers in North Carolina Colleges and Universities."

The approaches to statewide improvement of articulation described above are representative of the more developed methods being used in the various states. Some of the predominant policies which are coming to have general acceptance are:

1) the formation of a permanent group, representative of all higher education interests, which is responsible for continually examining and attempting to improve articulation. (Input from all concerned parties is of primary importance.);

2) the formation of ad hoc committees to make recommendations for articulation guidelines within given disciplines or on specific issues;

3) recognition of and implementation of such guidelines of the Joint Committee on Junior and Senior Colleges as:

   a) acceptance of "D" grades in transfer,
   b) allowing transfer students to elect the catalog requirements for the year in which they began college,
   c) more precise definition of an associate of arts degree such that its general education component is sufficient to satisfy baccalaureate requirements,
   d) development of communications between institutions such that all institutions are in possession of completely current information on degree requirements and courses at other institutions. (An annually or biannually published college catalog is not sufficient for this purpose.)

CONCLUSION

To date there has been no concerted statewide effort to improve articulation in Louisiana. Perhaps this is partially due to the somehwat unique higher education system in Louisiana--one which provides both junior and senior college services but does so without two distinct and separate junior and senior college systems with the transfer of students between them as an obvious and necessary corollary. Because Louisiana has both two and four year schools performing the community college role, it is easy for Louisiana's

migrating students to be invisible. Nevertheless, they are significant in number. In the one semester included in our survey about 6% of the total of undergraduates in Louisiana transferred. Another portion of the same undergraduate student body would have transferred at an earlier time or will transfer later, so it is highly likely that, at any given time, at least 20% of undergraduate college students in Louisiana are persons who have transferred at least once in their college careers. (This is consistent with estimates made by T. F. Kellog in 1962.) In fact, at a recent commencement at a large university campus in Louisiana, the campus head noted that about half of the graduates before him had begun their college careers at that school. Thus, approximately 50% of those graduates were transfer students. Clearly the number of students affected by transfer procedures are sufficient to warrant attention. Furthermore, even if their number were insignificant, there would be no justification for perpetuating any policies that are found to be unfair, inconsistent, illogical, or outdated.

Louisiana's inactivity with regard to statewide articulation need not continue. Our state is fortunate to have already in existence a concerned and conscientious group, the Louisiana Association of Collegiate Registrars and Admissions Officers. (LACRAO) The members of LACRAO meet regularly, have established good channels of communications among themselves, and have often been the initial sources of important policy changes with respect to admission and credit transfer within their own institutions. They, in combination with representatives of other interests (e.g., academic deans, governing bodies, students, other postsecondary institutions involved in transfer processes) would be a sound foundation for an active and innovative articulation committee. The formation of such a committee appears

to have been the crucial first step in successful statewide articulartion efforts elsewhere. Furthermore, it is the approach most likely to allow for maximum input from all concerned parties and most likely to create a flexible and fair articulation policy.

NOTES

[1]Warren W. Williamham, The No. 2 Access Problem: Transfer to the Upper Division (Washington, D. C., 1972), p. 43.

[2]Ronald L. Flaugher, Margaret H. Mahoney, and Rita B. Messing, Credit by Examination for College-Level Studies: An Annotated Bibliography (New York: College Entrance Examination Board, 1967), p. 9.

[3]T. F. Kellog, "Trends in Admissions Policies and Practices," College and University, XXXVII (1962), 494-95.

[4]Public Affairs Research Council of Louisiana, Inc., Coordination and Planning (Baton Rouge: Public Affairs Research Council of Louisiana, Inc., 1966), p. 54.

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APPENDICES

Appendix A - Senate Concurrent Resolution #120

Appendix B - Questionnaire on Undergraduate Credit Transfer

Appendix C - Participating Institutions

Appendix D - Policies for Louisiana Schools in "Report of Credit Given by Educational Institutions"

Appendix E - Other Non-traditional Means of Granting Credit Reported by Louisiana Institutions

Appendix F - Procedures for Evaluation of Transcripts at Eight Louisiana Private Schools

Appendix G - Committees Responsible for Determining Transfer Policies at Louisiana Institutions

APPENDIX A

Senate Concurrent Resolution #120

Regular Session, 1972

SENATE CONCURRENT RESOLUTION NO. 120

BY MESSRS. EAGAN AND WILLIAMSON

ORIGINATED

IN THE

SENATE

SECRETARY OF THE SENATE

Regular Session, 1972

SENATE CONCURRENT RESOLUTION NO. 120

BY MESSRS. EAGAN AND WILLIAMSON

A CONCURRENT RESOLUTION

To urge and request the Coordinating Council for Higher Education to make a feasibility study relative to the exchange of university credits between Louisiana universities.

WHEREAS, presently a situation exists in this state in which a student who transfers from one Louisiana university to another is required to duplicate courses already completed; and

WHEREAS, this situation is the direct result of the failure of many Louisiana universities to credit a transfer student with hours toward his degree if such hours were completed at another university; and

WHEREAS, this situation discourages the free interchange of students between our state universities due to the fact that such students must duplicate additional hours in what must seem to be fruitless endeavor to study courses already mastered; and

WHEREAS, the spirit of cooperation and mutual exchange should prevail between centers of learning within the same state which have common interests and goals.

THEREFORE, BE IT RESOLVED by the Senate of the

Legislature of Louisiana, the House of Representatives thereof concurring, that the Coordinating Council for Higher Education is hereby urged and requested to make a feasibility study relative to the exchange of university credits between Louisiana universities.

BE IT FURTHER RESOLVED that a copy of this Concurrent Resolution shall be sent to the director of the Coordinating Council for Higher Education.

LIEUTENANT GOVERNOR AND PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

APPENDIX B

Questionnaire on

Undergraduate Credit Transfer

at Louisiana Institutions

LOUISIANA COORDINATING COUNCIL
FOR
HIGHER EDUCATION

QUESTIONNAIRE
on

UNDERGRADUATE CREDIT TRANSFER
at LOUISIANA INSTITUTIONS

INSTITUTION REPORTING_____

REPRESENTATIVE RESPONSIBLE for QUESTIONNAIRE : NAME_____

POSITION_____

ADDRESS_____

TELEPHONE NO._____

The following questionnaire is concerned with the specific area of undergraduate credit transfer. It would be greatly appreciated if you would, in addition to completing the questionnaire, send copies of your transcript guide, transcript forms, credit evaluation forms, and any other standard forms used in this area. We would also like to receive a copy of any written policy statements, regulations, etc. concerned with credit transfer.

In order to make the questions in this form as clear as possible and to give the data obtained comparability, a number of terms have been defined below. Please keep in mind these specific definitions when answering questions.

1. Transfer student: One who enters your institution after having taken at least 12 semester credit hours (i. e., the equivalent of one full semester) at another institution of higher education. This definition is intended to eliminate from consideration those students who regularly attend one institution but may choose to take some summer work at another institution.

2. Regionally accredited institution: Any institution of higher education which is accredited by one of the regional accrediting agencies listed below:

   a) New England Association of Colleges and Secondary Schools
   b) Middle States Association of Colleges and Secondary Schools
   c) North Central Association of Colleges and Secondary Schools
   d) Northwest Association of Secondary and Higher Schools
   e) Southern Association of Colleges and Schools
   f) Western Association of Schools and Colleges

   We are concerned here with the accreditation of the entire school rather than of any individual program.

3. Non-accredited institution: Any institution which does not have accreditation from one of the agencies listed in the above definition.

4. Sending institution: The last institution attended by a transfer student to your institution.

5. Receiving institution: Refers to the institution filling out this questionnai

6. Transfer credit: All credit on a student's transcript from sending institution.

7. Accepted transfer credit: Credit earned at some other institution which is accepted for general purposes for credit at your institution.

8. Transfer degree credit: Any transfer credit which will apply toward the student's chosen degree program. There are three types:

   a) Major transfer degree credit: That transfer degree credit which applies toward the course requirements in the student's chosen degre program-courses in major field and other course requirements.

b) Minor transfer degree credit: That transfer degree credit which applies toward course requirements in the minor field of study.

c) Elective transfer degree credit: That transfer credit which applies toward the number of allowed electives in the student's degree program

9. Excess transfer credit; That portion of accepted transfer credit which does not apply in any way towards the student's degree but will be recorded as credit hours beyond the number required for a degree.

10. Disallowed credit: Credit earned at the sending institution or any previously attended institution of higher education for which the receiving institution does not grant credit for general purposes.

11. Parallelism: Relationship of courses offered at different institutions (which may have different names, identification numbers, and/or credit assigned to them) which are considered to serve the same purpose in an educational program to the extent that one could be a valid substitute for the other.

12. Non-traditional credit: Any credit earned by some means other than attendance at regularly scheduled classes on campus.

I. STUDENTS

In order to determine how many students in Louisiana are affected by transfer of credit policies, it is first necessary to know how many students do attend more than one institution and what patterns of migration seem to be followed.

A. Please show on the following table the number of transfer students entering your institution in Fall, 1972, according to the institution they last attended and whether they are classified by your institution for fee paying purposes as resident or non-resident. (Column B. should equal the total of Column C and D.)

FALL 1972

	B	C	D
	No. trans. students	No. La. residents	Number Non-residents
1. La. Tech University			
2. LSU-BR			
3. LSU-NO			
4. LSU-S			
5. LSU-A			
6. LSU-E			
7. McNeese State Univ.			
8. Nicholls State Univ.			
9. Northeast La. Univ.			
10. Northwestern State Univ.			
11. Southeastern La. Univ.			
12. USL			
13. Grambling College			
14. Southern Univ.-BR			
15. Southern Univ.-S			
16. Southern Univ.-NO			
17. Delgado College			
18. Airline Comm. College			
19. St. Bernard College			
20. Centenary College			
21. Louisiana College			
22. NO Baptist Theological Sem.			
23. Loyola Univ.			
24. Our Lady of Holy Cross College			
25. St. Mary's Dominican College			
26. Dillard Univ.			
27. Tulane Univ.			
28. Xavier Univ.			
29. Baptist Christian College			
30. St. Joseph Sem. College			
31. Mid-City Jr. College			
32. Mt. Carmel Jr. College			

	No. trans students	No. La. residents	Number Non-residents
33. Notre Dame Seminary			
34. St. Vincent's College			
35. Out-of-state Public 2-yr institution			
36. Out-of-state Public 4-yr institution			
37. Out-of-state Private 2-yr institution			
38. Out-of-state Private 4-yr institution			
TOTAL			

B. List the states included in responses 35-38 above and indicate the number of students from each state who are classified as Louisiana residents and the number who are classified as non-residents. _____

_____

_____

_____

_____

_____

II. POLICY

A. General Credit Transfer Policies

It is recognized that policies relative to the transfer of credits are somewhat contingent upon the types of institutions involved, upon the categories of credit earned, and, occasionally, upon the circumstances under which credit was earned. The following questions are concerned with the general policies that have been adopted by your institution to cover these variables.

1. What is your policy toward acceptance of credits earned at a regionally accredited institution? _____

_____

_____

_____

_____

_____

Are there any exceptions to this policy? Please explain. _____

_____

_____

_____

_____

_____

2. What is your policy toward acceptance of credits earned at a non-accredited institution? _____

_____

_____

_____

_____

Does policy regarding credit transfer from a non-accredited institution vary depending on in-state or out-or-state location of the sending institution? _____ If yes, explain. _____

_____

Are credits earned at an institution which has "recognized candidate" or "correspondent" status with its regional accrediting agency treated any differently than those earned at a non-accredited institution which has not sought accreditation? _____
If yes, please explain. _____
_____
_____
_____

3. If credit earned at a non-accredited institution has been accepted for transfer (at an accredited sending institution,) do you re-evaluate it when transfer of this credit is sought at your institution? _____

4. Are there any types of courses for which transfer credit is never given? (check those that apply)
   a. Religion or Theology _____
   b. ROTC _____
   c. Military Service credit _____
   d. Remedial _____
   e. Technical or vocational _____
   f. others (specify) _____
   _____

5. Do you offer any para-professional or technological degrees? _____
   If yes, do you ever grant credit toward that degree for courses taken at a vo-tech school, proprietary school, hospital, etc.? _____
   If no, do any courses such as those described above ever apply as elective transfer degree credit? _____

6. How many credit hours must be taken in residence for a student to earn a degree from your institution? _____
   If a student was enrolled at your institution, transferred to another institution, and later returned to your institution: (Check one)
   _____ (a) Would he be required to fulfill residency requirements after the final transfer?
   _____ (b) Would hours taken earlier at your institution count as part of residency requirements?
   _____ (c) List any other policies related to residency requirements:
   _____
   _____

7. How does the amount of time that has elapsed since a course was taken affect the courses acceptability for transfer credit? _____
   _____
   _____

8. Do you ever grant more or less credit for a parallel course than was granted by the institution at which it was taken? _____
   If so, under what circumstances? _____
   _____
   _____

9. Does a transfer student have the option of following the degree requirements in your catalog for the year in which he first started college, provided attendance at some institution of higher education has been continuous? _____

10. What is the minimum grade a student can earn in a course at your institution and still receive credit for that course? _____
What is the minimum grade a student may have in a course taken at another institution for which he can be granted transfer credit? ____
Does the minimum grade required vary according to whether the course in question is in a student's major subject of not? _____
If yes, explain. _____
_____
_____

B. Policies with respect to credit earned in non-traditional manner:
Because there are many different ways to earn college credit, this section is included to determine what types of non-traditional credits are transferable to your institution.

1. Do you allow transfer of credit earned by departmental examination given by sending institution? _____

2. Do you allow transfer of credit earned through correspondence courses at the sending institution? _____

3. Can students gain credit at your institution through the College Level Examination Program (CLEP)? Check one or both.
_____ a.) general exam
_____ b.) subject exams (Specify)

_____ _____
_____ _____
_____ _____

Are credits transferable when earned through CLEP?
_____ a.) general
_____ b.) subject

4. Are credits transferable when earned through USAFI? _____

5. Are credits transferable when earned by any other type of standardized t at another institution? Specify. _____
_____
_____

6. Does your institution grant credit for bypassed courses when a student is given advanced placement as a result of testing? _____
If yes, do you allow transfer of credits earned through advanced placement testing at another institution? _____
Must the sending institution standards for granting credit be the same as your own? _____
If it is your policy to grant credit with advanced placement, do you grar credit for bypassed courses to students who received advanced placement without credit at the sending (or previous) institution? _____

7. Does your institution grant credit for courses taken prior to graduation from high school? _____
Do you accept transfer of credit for courses taken at another institution prior to graduation from high school? _____

8. Does you institution grant credit for foreign study programs? _____
Do you allow transfer of credit granted by another institution for foreig study programs? _____

9. Are there any other non-traditional ways of earning credit at your institution? _____ _____ If so, what are they? _____
_____
_____
Are there any other types of non-traditional credit for which you allow transfer credit (to include types offered at your institution and types not offered at your institution)? _____
If yes, specify. _____
_____
_____

10. Is there any limit or restriction on the amount of credit you allow to be earned at your institution through non-traditional means? _____
If so, does this apply to non-traditional credits as whole or to certain types of non-traditional credits? _____
If it applies to certain types of non-traditional credits, name them.
_____
_____

11. Is there any limit on the amount of transfer credit you will grant for credit earned in non-traditional manner? _____
If so, what is allowed? _____

II. METHODOLOGY

A. Method of Evaluating credit

The object of this section is to determine procedures used by persons involve in evaluating a transfer student's transcript for purposes of allowing or disallowing credit.

1. After a student is admitted, what is the prescribed method for determination of what credit on a student's transcript is allowable? _____
_____
_____
_____

2. How is course parallelism determined for purposes of transfer of credit?
_____
_____
_____

3. How are courses reviewed in order to determine whether they are transferable? (State exact procedure)

_____

_____

_____

Is there any difference in procedures for reviewing transfer credits depending on whether the institution is accredited or non-accredited, in-state or out-of-state? _____

If so, please explain. _____

_____

_____

4. If certain categories of credits (as referred to in question #4, page 5) are acceptable and certain other categories are not, by what method is a course placed in a given category? _____

_____

_____

5. How are credits determined to apply to major transfer degree credit?

_____

_____

How are credits determined to apply to minor transfer degree credit?

_____

_____

How are credits determined to apply to elective transfer degree credit?

_____

_____

6. If credit is earned under another grading system, how do you determine whether the grade meets your standards for granting credit? _____

_____

_____

7. Who normally evaluates a transfer student's transcript from the sending institution? _____

_____

8. Does more than one person or unit (e. g., registrar, admissions office, dean of college or head of department to which a student is transfering) have authority to determine the acceptability of credits? Specify.

_____

_____

_____

If so, who has final authority? _____

B. Method of determining transfer policies

The questions that follow are concerned with the actual formulation of policies in the area of credit transfer and the adaptability of formulation procedures.

1. Is there some committee or group of persons responsible for determining policy on the matter of transfer students and transfer credits? _____
   If not, how is policy determined and by whom? _____
   _____
   _____

2. If such a committee exists, how are members chosen? _____
   _____

3. Who (i.e., what groups, such as students, faculty, etc.) is represented in policy making? _____
   What sources of information are used? _____
   _____
   How often are policies reviewed? _____
   When was the last policy change effected? _____
   What change was made and for what reason? _____
   _____
   _____

C. Grades in transferred courses

This section is concerned with determining what record is kept of students' grades earned at other institutions, as well as what use may be made of these grades.

1. When transfer credit is granted at your institution, are the grades earned at the sending (or previous) institution computed in the students' GPA at your institution? _____
   If not, what is the basis of the transfer student's GPA? _____
   _____
   _____

2. Is any other use made of these grades? _____

3. If no use is made of these grades, is any record kept of them at your institution? _____

4. Do grades for transfer credit appear on transcripts at your institution? _____

   If so, are these: (Check one)
   Grades earned at the sending institution? _____
   Grades assigned by your institution? _____
   Simply "pass" _____
   Other (Specify) _____

5. When you grant transfer credit for courses earned at an institution using a different grading system, how are these grades handled? _____
   _____
   _____
   _____
   _____
   _____

D. Students' participation in transferring of credits

In planning his educational career, it is important for a student to be able

to determine where he is and how much further he must go. The following questions are concerned with determining how soon a student is informed of the evaluation of his credits by the receiving institution and the degree to which he can question and possible bring about change in that evaluation.

1. When is a transfer student notified of the amount of transfer credit which ha been accepted and the amount of credit which has been disallowed? Check one or more as applicable: If more than one is checked, give circumstances surrounding each timetable.
   _____ a. at the time he is notified of admission
   _____ b. after notification of admission but prior to registration
   _____ c. at the time of registration
   _____ d. after registration. How long after? _____

   _____
   _____

2. When is a transfer student notified of which courses will apply as transfer degree credit and which will be excess transfer credit? Check one or more as applicable. If more than one is checked, give circumstances surrounding each timetable.
   _____ a. at the time he is notified of admission
   _____ b. after notification of admission
   _____ c. at time of registration
   _____ d. after registration. How long after? _____

3. Does the student have the right to appeal the evaluation of his credits? _____ If so, how is this right made known to him? _____
   _____
   By what procedure and to whom does he present his appeal? _____
   _____
   _____

E. Inter-institutional communication

The degree to which institutions are aware of programs and policies of other institutions in the state is of some importance in the area of credit transfer. Inter-institutional communication is of particular relevance for counselors dealing with students who conscientiously plan an educational program that involves transfer. It would logically be of value also to those who must evaluate transfer students' transcripts. The object of this section is to determine to what extent there is communication between Louisiana's institutions, particularly with regard to course description and curriculum preparation.

1. Are departments and offices of your institution in possession of current information (e.g., about courses and degree requirements) relating to the corresponding departments and offices of other institutions in the state, both public and private? _____
   If so, is there a specific arrangement or procedure that is routinely followed for obtaining this information? Please describe. _____
   _____
   _____
   _____

If not, by what means is information obtained and who is responsible for obtaining it? _____

_____

_____

_____

2. If complete and current information about other schools is not available please explain to what extent the information is lacking, for which institutions, and why? _____

_____

_____

3. If changes in curriculum are made, degree programs added or dropped, or similar changes made, at your institution, do you routinely inform the other institutions in the state of these changes? _____
If so, by what means? Please describe. _____

_____

_____

V Past Experience in Credit Transfer

This section is an attempt to obtain a broad picture of what normally occurs at your institution in the handling of credit transfer. To some extent it should reveal the consequences of the policies and methodology previously outlined. Most of the questions require an estimate or judgment on your part, to be based on your experience in this area. Of course, if specific figures are available they should be provided.

A. Credit from accredited sending institution

1. In your judgment, what percentage on the average of the credits shown on the transcript from an accredited institution are accepted for transfer credit at your institution? _____

2. What percentage of this accepted transfer credit is accepted as transfer degree credit (assuming major field of study remains the same)? _____

_____

3. On the average, what percentage of the allowed credit falls in the category of excess transfer credit? _____

4. On what, specifically, are these estimates based? _____

_____

B. Credits from non-accredited sending institution

1. In your judgment, what percentage, on the average, of the credits shown on a transcript (from a non-accredited institution) are accepted for transfer credit at your institution? _____

2. What percentage of accepted transfer credit is accepted as transfer degree credit? (Assuming no change in major.) _____

3. On the average, what percentage of the allowed credit falls in the category of excess transfer credit? _____

4. On what, specifically, are these estimates based? _____

_____

C. Non-traditional transfer credit

1. Approximately what percentage of transfer credit falls in the category of non-traditional credits (as described in section II-B of this questionnaire)? _____

2. What percentage of these, on the average, does your institution accept for general purposes? _____

3. What percentage of the accepted transfer credit is transfer degree credit?

_____

4. On what, specifically, are your estimates based? _____

_____

D. Appeal of credit evaluation

If you have some procedure by which students can appeal the evaluation of their credits, exactly how many made such an appeal:

_____ a. in Fall, 1971

_____ b. in Spring, 1972

Of these, how many succeeded in getting some change from the original evaluation:

_____ a. in Fall, 1971

_____ b. in Spring, 1972

APPENDIX C

Participating Institutions

APPENDIX C

PARTICIPATING INSTITUTIONS

Public

Bossier Parish Community College
Delgado Junior College
Grambling College
Louisiana State University-Alexandria
Louisiana State University-Baton Rouge
Louisiana State University-Eunice
Louisiana State University-New Orleans
Louisiana State University-Shreveport
Louisiana Tech University
McNeese State University
Nicholls State University
Northeast Louisiana University
Northwestern State University
St. Bernard Community College (Student data section only; no policies reported.)
Southeastern Louisiana University
Southern University-Baton Rouge
Southern University-New Orleans
Southern University-Shreveport
University of Southwestern Louisiana

Private

Centenary College
Dillard University
Louisiana College
Our Lady of Holy Cross College
St. Joseph's Seminary
St. Mary's Dominican College
Tulane University
Xavier University

APPENDIX D

Policies for Louisiana Schools in

"Report of Credit Given by Educational Institutions"

APPENDIX D

Policies for Louisiana Schools in "Report of Credit Given by Educational Institutions"

Bossier Parish Community College	Credit accepted on a limited basis
Baptist Christian College	Credit not accepted
Centenary College*	Credit accepted
Delgado Junior College*	Credit accepted on a limited basis
Dillard University*	Credit accepted
Grambling College*	Credit accepted
Louisiana College*	Credit accepted
Louisiana Tech University*	Credit accepted
Louisiana State University-BR*	Credit accepted
Louisiana State University Medical Center-New Orleans*	Credit accepted
Louisiana State University Medical Center-Shreveport*	Credit accepted
Louisiana State University School of Allied Health Professions*	Credit accepted
Louisiana State University School of Dentistry-New Orleans*	Credit accepted
Louisiana State University School of Nursing-New Orleans	Credit accepted
John Curtis Christian School	Credit not accepted
Louisiana State University-NO*	Credit accepted
Louisiana State University-A*	Credit accepted
Louisiana State University-E*	Credit accepted
Louisiana State University-S*	Credit accepted
Loyola University*	Credit accepted
McNeese State University*	Credit accepted
Mid-City Junior College	Credit not accepted
Mount Carmel Junior College	Credit not accepted
Newcomb, H. Sophie*	Credit accepted
New Orleans Baptist Theological Seminary*	Credit accepted
Nicholls State University*	Credit accepted
Northeast Louisiana University*	Credit accepted
Northwestern State University*	Credit accepted
Notre Dame Seminary*	Credit accepted
Our Lady of Holy Cross College*	Credit accepted
Southeastern Louisiana*	Credit accepted
Southern University-BR*	Credit accepted
Southern University-NO*	Credit accepted
Southern University-S*	Credit accepted
St. Bernard Parish Community College	Credit accepted on a limited basis
St. Joseph Seminary College*	Credit accepted
St. Mary's Dominican College*	Credit accepted
St. Vincent's College	Credit not accepted
Tulane University*	Credit accepted
University of Southwestern La.*	Credit accepted
Xavier University*	Credit accepted

*Accredited by the Southern Association of Colleges and Schools

APPENDIX E

Other Non-traditional Means of Granting Credit

Reported by Louisiana Institutions

APPENDIX E

Other Non-Traditional Means of Granting Credit Reported by Louisiana Institution

Delgado	Occupational Competency
Grambling	Educational Tours and Cooperative Educational Programs
LSU-Eunice	Extension
LSU-New Orleans	Extramural Courses
Louisiana Tech	Internship experiences by Tech
Dillard	Special projects
Louisiana College . . .	Selected television courses; in-service institutes and workshops
Xavier	Directed research projects, cooperative education, independent study, semester at Grailville
University of Southwestern Louisiana .	Advanced placement through ACT.

APPENDIX F

Procedures for Evaluation of Transcripts

at Eight Louisiana Private Schools

APPENDIX F

Procedures for Evaluation of Transcripts

at Eight Louisiana Private Schools

APPENDIX F

Procedures for Evaluation of Transcripts
At Eight Louisiana Private Schools

Centenary: Evaluation is done mainly by the registrar with consultation of the department head; catalog descriptions are used to determine parallelism, for a course to be applicable to the degree program it must be one that is or could be offered by a Centenary department; the registrar has final authority in credit evaluation.

Dillard: The registrar and division chairman determine course acceptability and appreciability to the students degree program; catalog descriptions are used to determine course parallelism; the registrar has final authority in the credit evaluation.

Louisiana College: The registrar and assistants evaluate the transcripts; parallelism is determined by catalog descriptions and interviews between the student and the department chairman. The Admissions Committee has final authority.

St. Joseph's Seminary: Transcripts are evaluated by the registrar and the Academic Affairs Committee, department chairmen determine the applicability of credits to the degree program; catalog descriptions are used to determine parallelism. The Academic Dean has final authority in the evaluation.

Dominican: The Admissions Director, department chairmen and college registrar evaluate transcripts; the department chairman determines applicability of credits to the degree program. The department chairman and catalog descriptions determine parallelism. The Academic Dean of the College has final authority in the evaluation.

Xavier: The Coordinator of Records or the Director of Admissions evaluates the transcript; parallelism is determined by catalog description, and, occasionally, consultation with the department chairman. The Dean of the College and the department head may make recommendations, with the Dean having final authority in questionable cases.

Tulane: The Assistant Dean evaluates transcripts, parallelism is determined by catalog descriptions; only the division involved has authority with respect to the evaluation.

Our Lady of Holy Cross: The registrar evaluates transcripts; parallelism is determined through catalog description; the Dean of the College has final authority in the evaluation.

APPENDIX G

Committees Responsible for Determining Transfer Policies at Louisiana Institutions

APPENDIX G

COMMITTEES RESPONSIBLE FOR TRANSFER POLICY AT LOUISIANA INSTITUTIONS

INSTITUTION	NAME OF COMMITTEE	MEMBERS AND REVIEW
Bossier Community College	Faculty Study Committee	Membership voluntary
Delgado Junior College	Admissions, Standards, and Honors Committee	Administrators and faculty appointed by the President; student representatives chosen by the student body. Review periodically.
Grambling College	Registrar and Dean's Council	Appointed by President
McNeese	Dean's Council	Deans, Registrar, Director of Continuing Studies, and Director of Library. Review as needed.
Nicholls	No name given	Faculty and students appointed by President. Review yearly.
Northeast	No name given	Faculty recommended by Council of Academic Deans and appointed by Vice President for Academic Affairs.
Northwestern	Committee on Admissions, Credits and Graduation	All academic deans, Vice President for Student Affairs, Registrar. Review yearly.
Southeastern	Admissions and Readmissions Committee of the Academic Council	Mostly faculty chosen by the President.
Southern-BR	No name given	Faculty and deans appointed by President. Review yearly.
Southern-NO	No name given	Members appointed.
Southern-S	Administrative Council	Vice President, Dean, Registrar, Business Manager, Dean of Students, Librarian. Membership is chosen by Vice President.

INSTITUTION	NAME OF COMMITTEE	MEMBERS AND REVIEW
University of Southwestern Louisiana	Committee on Academic Affairs and Standards	Faculty and students recommended by Faculty Senate and appointed by President.
Centenary	No name given	Appointed by President (on recommendation of Committee on Committees). Students, faculty and academic administrators are represented. Review regularly.
Dillard	Admissions Committee and Committee on Academic Administration	Students (chosen by students) and faculty (chosen by President).
Louisiana College	No name given	Faculty and Staff chosen by Academic Dean. Review every two years.
St. Joseph's	No name given	Administrative, faculty and student members chosen ex officio. Review as needed.
St. Mary's Dominican	No name given	Representatives from Curriculum Committee and Admissions Committee. Review yearly.
Xavier	Committee on Admissions (admissions) Department Chairman and Dean (transfer)	
Tulane	Committee for each academic college	Members appointed by Dean. Review as needed.
Our Lady of Holy Cross	No name given	Faculty and others appointed by President. Review yearly.